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ABSTRACT

This paper addresses the role the community college plays and could play in solving the problem of critical teacher shortages across the country. It has been estimated that 2.7 million teaching positions in elementary and secondary schools will need to be filled within the next decade. The problem of teacher shortages is especially acute in rural and urban schools. Schools in high-poverty areas hire more noncertified and out-of-field teachers. Many of the teachers in these schools leave to find higher-paying jobs elsewhere. The following statistics from a year 2000 study conducted by Recruiting New Teachers are presented: (1) 5.5% of all community college freshmen are interested in elementary teaching careers, and 3.5% were interested in secondary teaching; (2) 30% of the U.S. K-12 population is an ethnic minority, while only 13% of the teaching force is comprised of ethnic minorities; and (3) 42% of all African-American students and 55% of all Hispanic students in higher education are enrolled in community colleges. The paper contends that community colleges have the capacity to increase the diversity of the teaching force. Community colleges can also help with teacher retention by offering classes that enhance teacher competency. An overview of a number of community college teacher preparation programs is also included. (Contains 17 references and Internet addresses.) (Author/NB)

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ED 471 152

Policy Issue: Community Colleges' Role in Teacher Preparation

Education Commission of the States

November 2001

U.S. DEPARTMENT OF EDUCATION
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Policy Issue: Community Colleges' Role in Teacher Preparation

OVERVIEW

THE COMMUNITY COLLEGE ROLE IN PREPARING TOMORROW'S TEACHERS

The Problem of Teacher Shortages

Across the United States, education leaders and state officials are scrambling to find solutions to the complex and pressing problem of teacher shortages. Currently, there are about 3.1 million teachers working in public elementary and secondary schools and 400,000 teaching in private elementary and secondary schools in the United States (ERIC Clearinghouse, 1999). It has been estimated that 2.7 million positions (*Community College Week*, 2001) will need to be filled within the next decade. There is a medley of reasons for the severe teacher shortage. Some of these include: rising student enrollments, increasing rates of "baby boom" generation faculty retirements, mandatory class-size reduction initiatives, high rates of teacher attrition and a private sector economy which generally offers college graduates higher paying jobs, particularly in technology, math and sciences than do public schools.

Though teacher shortages exist most everywhere, the problem is especially acute in hard-to-staff rural and urban schools.

- Many school districts in high-poverty, urban areas resort to hiring noncertified teachers, long-term substitutes, or teachers who teach outside of their areas of certification.
- High-poverty schools have higher levels of out-of-field teaching than do low-poverty schools. In grades 7-12 in high-poverty schools, some statistics place the percentage of students being taught by out-of-field teachers at 33% in English, 33% in Mathematics, 29% in Science, 45% in Life Science, 71% in Physical Science, 15% in Social Studies and 55% in History. This compares to low-poverty schools in which the percentages are respectively 16% in English, 21% in Mathematics, 12% in Science, 34% in Life Science, 50% in Physical Science, 12% in Social Studies and 54% in History (Ingersoll, 1996).
- The teacher shortage in disciplines such as math, science, special education, foreign languages and English as a Second Language is quite critical and often impacts high-poverty urban districts the most.
- Rural schools face many of the same issues as urban schools in that many teachers leave to find better paying teaching jobs elsewhere or in other professions.
- Certain regions are experiencing more severe teacher shortages than others due to increasing student enrollments. The West and South currently lead the nation in student enrollments.

Community Colleges: Part of the Solution

Community colleges have emerged as one solution to the critical problem of teacher shortages. This is due to several factors. First, community colleges have the potential to increase the pipeline of new teachers. Nearly half of all U.S. undergraduates who enter postsecondary institutions begin their studies at community colleges. Over 10 million students take credit courses at one of the more than 1,200 community colleges located in urban, suburban and rural locales in all 50 states. A study completed in May 2000 by Recruiting New Teachers, in

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cooperation with the National Partnership for Excellence and Accountability in Teaching, found that 5.5% of all community college freshman were interested in elementary teaching careers and 3.5% were interested in secondary teaching. This amounts to over 500,000 prospective teachers, (approximately 25% of the number that will be needed over the next decade). Approximately four out of every 10 teachers working in the U.S. today have completed at least a portion of their undergraduate science and mathematics coursework at a community college (Boggs et al., 1999). Many elementary and middle school teachers have, in fact, received all of their mathematics, science and technology training from a community college, as well as most of their other content area information.

Second, community colleges have the capacity to increase the diversity of the teaching force. Community colleges have higher percentages of minority, low-income and nontraditional students than four-year institutions. Forty-two percent of all African-American students in higher education are enrolled at a community college, as are 55% of all Hispanic students (U.S. Department of Education, 1999). This is significant given the fact that 30% of the United States' K-12 population is an ethnic minority, but only 13% of the teaching force is comprised of ethnic minorities (U.S. Department of Education, 1999). The preceding statistics encourage alliances with community colleges, schools and four-year institutions because of the shortages in minority teachers, bilingual teachers and teachers who are willing to work in low-income urban and rural communities.

Third, community colleges are adept at providing continuing education for teachers in disciplines such as math, science, computer technology and foreign languages. Also appealing is the fact that community colleges are accessible in terms of location, class times, affordability and other options-factors particularly important for working adults, low-income individuals and students with families.

Community Colleges as a Training Ground for New Teachers

States across the country have been or have begun utilizing community colleges as training grounds for new teachers in a variety of ways. These include: creating or strengthening partnerships between four-year institutions and community colleges; providing alternative teacher certification to adults who hold a baccalaureate degree; creating or expanding university centers at rural community colleges; facilitating student transfer from community colleges to four-year institutions; and offering mentoring, tutoring, and counseling programs in an effort to increase the number of minority teachers. In the past few years, states have implemented various innovative programs geared at increasing the pipeline of new teachers. Some examples of these programs are found in states such as Arizona, California, Florida, Illinois, Maryland, Nevada and Texas.

- Rio Salado College, a two-year college in Tempe, *Arizona*, has recently begun a new online teacher preparation course. Arizona has also put into action the Teacher Education Partnership Commission. This commission is in the process of considering 2+2+2 programs that link teacher recruitment and education programs in the high schools, community colleges and universities.

- *California* alone will need between 250,000 and 300,000 new teachers over the next decade, which has prompted the state to utilize community colleges as one of the tools to recruit and train new teachers. Three southern California community colleges have formed a partnership with the Orange County Department of Education, a local school district and two state universities to train students for elementary school teaching careers. Students take their first two years of teacher preparation at one of the three community colleges. After completing the community college course requirements, the students are guaranteed admission to either the California State University-Long Beach or the California State University-Fullerton campuses whereupon they will be able to complete a baccalaureate degree and receive a teaching credential. The entire process, including the credentialing, takes four years. The California Community Colleges system is helping to underwrite the program with a five-year grant of $1,450,000. The grant funds are used to provide stipends for students and to hire half-time counselors for them at each of the three community colleges (*Community College Times*, 2000).
- Miami-Dade Community College in *Florida* is one of the few community colleges to establish a college-wide school of education. The School of Education at Miami-Dade Community College offers programs in elementary, secondary and early childhood education. Students may earn an Associate in Arts degree or Associate in Science degree, vocational certificate, Child Development Associate Equivalency certificate, or the Child Care and Education Program Administrator Credential. Also provided are courses in teacher certification and recertification and professional development. After completing the Associate of Arts degree, students may enroll in any of the state university colleges of education in Florida with junior-level standing. Additionally, the school of education has instituted The Alliance Program, which is an Internet teacher-training program that furnishes teachers and prospective teachers with a technology-based means for improving teaching and learning in science and mathematics.
- In *Illinois*, all state education agencies are working on a coordinated effort for teacher reform. This is outlined in a May 2001 document entitled "Unified Education Policy Plan: Quality Educator Workforce." This background paper emphasizes the role of community colleges in teacher reform efforts. In December 2000, members of the Illinois Community College Board (ICCB) agreed that one of the Board's top priorities was improving the role of community colleges in teacher preparation and quality. To that end they laid out several goals pertaining to recruitment, professional development and the development of additional teacher preparation programs. The ICCB is also working with the Illinois Board of Higher Education on the Illinois Articulation Initiative (IAI). The IAI has developed a common general education core curriculum and recommendations for the first two years of over 26 majors. It is expected that in 2002, the IAI will work on changing their recommendations from courses to standards.
- *Maryland* recently approved the nation's first Associate of Arts Teaching degree that permits prospective teachers to take class credits at a community college that parallel the first two years of a baccalaureate program in teacher education. The students are then able to transfer to any public or private university in the state that is approved by the state to offer education programs in the fields of elementary, secondary, special and early childhood education. The students, however, must meet transfer requirements, which stipulate that they hold at least a 2.75 grade point average (GPA) and that they pass

reading, writing and math proficiency tests. Additionally, the students must develop a portfolio and complete a structured series of field experiences.

- In 1999, Great Basin College, a two-year college in Elko, *Nevada*, received $1.5 million from the legislature to offer select four-year degrees. This resulted in the college granting its first bachelor's of arts degrees in elementary education in 2001.
- In *Texas*, Collin County Community College has a new alternative teacher certification program that trains and certifies new industrial technology teachers. Additionally, in 1997 the Texas Higher Education Coordinating Board was required by the Texas State Legislature to develop "field of study" curricula in discipline areas where student transfer is common. Upon competing the field of study curriculum in their discipline, students are guaranteed that their coursework will transfer to any public university in the state. The Coordinating Board has thus far developed fields of study in educator preparation programs through the 8th grade.

Presented here is just a snapshot of the increasing role community colleges are playing in helping to alleviate teacher shortages. There are, of course, many other successful and innovative community college programs across the country. For more information, please refer to the section on what states are doing on this issue site.

Community Colleges' Role in Retaining Teachers

Recruiting new teachers may partially help to solve the teacher shortage crisis, however, attention must also be placed on retaining teachers. More than 20% of teachers leave the profession within three years, (NCES, 1997) with some estimates putting that percentage as high as 50% (Darling-Hammond, et al., 1996). The rates of attrition are highest in urban schools. There are many reasons for the high attrition rates, such as low salaries, dissatisfaction with administrative support and leadership, student behavior and school atmosphere, but one of the factors has to do with the quality of teacher-training programs. Many teachers leave the profession because they are inadequately prepared and lack ongoing support. Teacher candidates need high-quality, practical training in all of their courses in addition to many other things.

Community colleges often play a role in teacher professional development by offering courses that enhance teacher competency, particularly in areas such as math and science. Community colleges may also develop agreements with local school districts to provide technology training for teachers.

State Policy Challenges

Despite the fact that community colleges are emerging as one of the many possible solutions to the teacher shortage crisis, there are significant challenges that community colleges face when entering into the arena of teacher education.

- First and foremost, schools of education are hesitant to allow community colleges to prepare teachers. Part of this stems from the fact that four-year institutions are ultimately accountable for the quality of teachers and therefore, want to control teacher preparation

curricula. Furthermore, the National Council for Accreditation of Teacher Education (NCATE) charter, at present, extends only to four-year degree programs.

- A second challenge is that many community colleges have teacher preparation programs that tend to be limited in scope. Most community colleges offer fewer than two pre-professional courses, although a great many offer student teaching or field experiences. The primary function of these teacher preparation programs is to prepare aspiring teachers for transfer and to offer a pre-professional teacher education curriculum. A related issue is that transfer of lower division and prerequisite education courses, is problematic or nonexistent in some states.
- A third challenge is that best practices are not being systematically shared among education sectors, and there are few statewide efforts to encourage community colleges to take on the role of preparing teachers. Most of the programs are local initiatives between local school districts, community colleges and universities.

State Policy Options

There are numerous statewide policy options that may facilitate a greater community college role in alleviating teacher shortages. It should be noted that the Washington State Board for Community and Technical Colleges conducted a survey entitled "Community College Role in K-12 Teacher Preparation," and found that various states have implemented one or more of the following policies.

- One of these policy options is improving articulation and increasing transfer. A May 2000 study conducted by Recruiting New Teachers, Inc., under the auspices of the National Partnership for Excellence and Accountability in Teaching (NPEAT), found that the mean transfer rate of 50.3% of students from community college teacher preparation programs into four-year institutions is more than double the national average of 22% of students who transfer from community colleges into four-year institutions. Despite this statistic, however, more and better transfer and articulation policies are needed.
- Another policy to consider is allowing upper-division education programs to be offered on community college campuses. This could be facilitated with university faculty traveling to the local community college site to teach. Distance learning may be another option that could facilitate upper-division education courses. Additionally, community colleges could expand their lower-division education courses with the result being that transfer students are better prepared for upper-division work in teacher education programs.
- Yet another policy option is implementing joint admission agreements between community colleges and universities.
- Some other policy options include creating vocational teacher certification programs through the community colleges and permitting community colleges to offer baccalaureate degrees in teacher education.

With many states facing severe teacher shortages, education leaders from all sectors, K-12, community colleges and four-year institutions, as well as state policymakers, are beginning to recognize the potential contributions that community colleges can and do make to teacher preparation. Moreover, community colleges and four-year institutions are increasingly working

together to ensure that coursework at the community college level provides the skills and experiences that students will need in teacher education programs at the four-year institution level. Not only are community colleges assisting more than ever before in the recruitment of new teachers, but they are also becoming more vital to the need for expanding professional development opportunities for K-12 teachers, particularly in the areas of math, science and technology. Though community colleges are not the only answer to the teacher shortage problem in the United States, they do offer one key solution to this critical problem.

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Policy Issue: Community Colleges' Role in Teacher Preparation

QUICK FACTS

- Approximately 2.7 million teachers will be needed over the next decade due to increasing student enrollments, retirements of "baby boom" generation teachers, mandatory class-size reduction initiatives, and high rates of teacher attrition (*Community College Week*, 2001).

- The U.S. Census projects that the elementary school-aged population will grow 12% from 1990-2005. The high school population is projected to grow 28%.

- Teacher shortages are higher in such disciplines as mathematics, science, special education, English as a Second Language and foreign languages.

- By 2010, 40% of Americans aged 5-19 will be Hispanic, African American, Asian American or American Indian (SHEEO, 1999). Only 13% of the U.S. teaching force is composed of ethnic minorities. Most elementary and secondary teachers are female (74%) and white (87%) (ERIC Clearinghouse on Teaching and Teacher Education, 1999). The average age of public school teachers is 44.

- Estimates of teacher attrition within the first three to five years run from 20% (NCES, 1997) to as high as 50% (Darling-Hammond et al., 1996).

- More than half of students in colleges of education in Washington State are community college transfer students (Washington State Board for Community & Technical Colleges, 2000). Approximately 70% of elementary school teachers in the Miami-Dade County Public Schools (the fourth largest district in the country) receive all of their mathematics and science training from Miami-Dade community college (Boggs et al., 1999).

- It is estimated that one-fifth of future teachers begin their studies at community colleges.

- Approximately four out of 10 teachers in the United States have completed some or all of their math and science coursework at a community college (Boggs et al., 1999).

- Community colleges are increasingly providing continuing education for teachers in such disciplines as math, science, computer technology and foreign languages.

Policy Issue: Community Colleges' Role in Teacher Preparation

SOME EXAMPLES OF WHAT STATES ARE DOING

Arizona

- Rio Salado College, a two-year college in Tempe, Arizona, has recently begun offering an online-based teacher certification program for prospective K-12 teachers. This is the first online teacher certification program in the United States. It is estimated that most students will be able to complete the program in 12 to 24 months depending on how they pace themselves. The format of the program is that all assignments are distributed via the Internet and the students will have the opportunity to observe classroom teaching, which the college arranges at a school near the student. The school then evaluates the student. Students who live in Arizona meet every other month in groups led by a professor in order to discuss their classroom experiences. Students living outside of Arizona join in the group discussions either by phone or videoconferencing. Just before completing the program, students participate in a nine-week student-teaching program, which is then evaluated for Rio Salado by a community college located near the student.

California

- Three southern California community colleges have formed a partnership with the Orange County Department of Education, a local school district and two state universities to train students for elementary school teaching careers. Students who enter the teacher education program take their first two years of teacher preparation at one of the three community colleges. The curriculum includes elementary classroom fieldwork. After completing the community college course requirements, the students will be guaranteed admission to either the California State University at Long Beach or the California State University-Fullerton campuses whereupon they may complete a baccalaureate degree and receive teaching credentials.
- Future Diversity Corps, at Palomar College prepares underrepresented populations for careers in teaching. Students acquire academic and counseling skills in addition to being mentors for at-risk high school students.
- Tutors Today, Teachers Tomorrow (T4) is a partnership program among Glendale Community College, Glendale Unified School District and California State University, Los Angeles. In this program, students complete all their lower-division liberal arts coursework at Glendale Community College. Students may then transfer to California State University, Los Angeles for their B.S. degree and teaching credential. Additionally, students serve in the AmeriCorps, tutoring reading in local elementary schools for 10 hours per week.
- California State University at Long Beach and Cerritos College partnered together to create TRAC (Teacher Training Academy). Students in this program complete their first two years of teacher preparation coursework at the community college, which includes elementary classroom fieldwork. After completing course requirements at the community college, students are guaranteed admission to California State University at Long Beach where they may complete a baccalaureate degree and receive teaching credentials. The TRAC program also features educational technology courses designed to enhance a K-8 teacher's technology proficiency in the classroom.

- The California Center for Teaching Careers (CalTeach) together with Recruiting New Teachers, Inc., have developed a "one-stop" information and referral recruitment center for individuals interested in teaching and for employers looking to fill vacant teaching positions.

Florida

- Miami-Dade Community College is one of the few community colleges to establish a college-wide school of education. Courses in teacher certification and re-certification and professional development are provided. After completing the Associate of Arts degree, students may enroll in any of the state university colleges of education in Florida with junior-level standing. The school of education is also involved in several collaborative projects that are designed to improve teacher quality. One of the collaborations is called the Alliance Program. The Alliance Program is an Internet-based teacher-training program that furnishes teachers and prospective teachers with a technology-based means for improving teaching and learning in science and mathematics.

Illinois

- The University of Illinois at Chicago (UIC) and six local community colleges have collaborated together, with funding from the National Science Foundation, to create the UIC-Community College Collaborative for Excellence in Teacher Preparation. The aim is to better prepare future math and science teachers and to increase the number of students who choose teaching careers. The program has fostered faculty development to improve teaching in math and science; led efforts to improve the undergraduate curriculum in math, science, and education; recruited future teachers in particular from among underrepresented groups; and mentored new teachers.
- In Illinois, all state education agencies are working on a coordinated effort for teacher reform. This is outlined in a May 2001 document entitled "Unified Education Policy Plan: Quality Educator Workforce." This background paper emphasizes the role of community colleges in teacher reform efforts. In December 2000, members of the Illinois Community College Board (ICCB) agreed that one of the Board's top priorities was improving the role of community colleges in teacher preparation and quality. To that end they laid out several goals pertaining to recruitment, professional development and the development of additional teacher preparation programs. The ICCB is also working with the Illinois Board of Higher Education on the Illinois Articulation Initiative (IAI). The IAI has developed a common general education core curriculum and recommendations for the first two years of over 26 majors. It is expected that in 2002, the IAI will work on changing their recommendations from courses to standards.

Maryland

- Maryland recently approved the nation's first Associate of Arts Teaching degree. This came about after community college programs of education, with the support of the Maryland Higher Education Commission and the Maryland State Department of Education, persuaded the four-year institutions to engage in an articulation dialogue. This degree permits prospective teachers to take class credits at a community college that parallel the first two years of a baccalaureate program in teacher education. This requires students to take 60 credits of lower-division coursework that satisfy National Council for Accreditation of Teacher Education (NCATE) outcomes in the arts and sciences. In order to complete the degree, students must also have a minimum grade point average (GPA)

of 2.75 and pass reading, writing and math proficiency tests. Additionally, the students must create a portfolio and complete a structured series of field experiences.

- Maryland offers an in-service training program at Essex Community College whereby middle school teachers receive hands-on experience using graphing calculators, algebra software and the Internet for teaching math.
- Anne Arundel Community College hosts a Summer Technology Institute and works with local public schools to provide professional development opportunities for teachers and staff that integrate technology into instruction.

Massachusetts

- Community colleges in Massachusetts have a joint admissions program that enables students to transfer, with no further application, to one of nine state colleges.
- Northern Essex Community College has a technology partnership to give teachers tools to engage recent immigrants outside the traditional school schedule.

Michigan

- Wayne State University instituted an initiative to develop articulation agreements with local community colleges in order to increase the number of certified teachers from minority groups. The university is commuting distance from the five campuses of the Wayne County Community College District and Henry Ford Community College. Articulation agreements were developed with these community colleges by an official Joint Development and Review Board.

Nevada

- In 1999, Great Basin College received $1.5 million from the legislature to offer select four-year degrees. This resulted in the college granting its first bachelor's of arts degrees in elementary education this year.

New Jersey

- Burlington Community College works with local teachers to incorporate technology into the curriculum through a program called Integrating Educational Technology into the K-12 Curriculum.

New Mexico

- Community colleges offer vocational teacher certification programs.
- There are joint admissions agreements between community colleges and universities.

North Carolina

- North Carolina has a collaborative and comprehensive plan for utilizing community colleges for teacher recruitment. Leaders of North Carolina's community colleges and the University of North Carolina are working to expand the potential contributions, faculty and facilities that community colleges can provide to the teacher recruitment effort. Community college-university partnerships are rapidly growing across the state. Currently, 58 colleges have comprehensive articulation agreements with 16 constituent institutions of the University of North Carolina that allows for easy transfer into four-year colleges.
- Appalachian State University has a joint program with 10 community colleges that is called the Appalachian Learning Alliance. The program offers graduates of the community colleges opportunities to continue their education and obtain a four-year degree from Appalachian State University on the campus of the community college.
- Western Carolina University has a degree program with Tri-County Community College that leads to a B.S. Ed. in Elementary Education through distance learning. WCU has a

distance education program that permits students at six community colleges to get a degree in B-K (birth to Kindergarten) through distance learning.

Oklahoma

- Tulsa Community College has a professional development center where public and private school teachers train in the use of technology to enhance student learning.

Ohio

- Cuyahoga Community College in Ohio has an in-service training program called Alliance for Internet, which utilizes the Internet as a resource to teach curriculum development in math to middle school teachers. Teachers learn how to use the Internet, chat rooms and other types of information technology. Teachers who undergo the training are then expected to train 6-8 more teachers each.
- Kent State University and Cuyahoga Community College formed a partnership to create the Teaching Leadership Consortium with the goal of increasing the numbers of minority teachers.

Pennsylvania

- The Community College of Philadelphia in collaboration with Temple University and the Philadelphia school system received a National Science Foundation Collaborative for Excellence in Teacher Preparation grant and with that grant created a model preK-12 teacher education program. The program features a technology-based pedagogy and integrates mathematics and science core content courses.

Rhode Island

- Nearly 50 private and public four-year institutions throughout New England have articulation agreements with the Community College of Rhode Island. There are also course equivalencies that allow Community College of Rhode Island students with Associate of Arts degrees to easily transfer into education programs.
- Recently, Rhode Island Community College and partner institutions throughout New England received a $9.9 million five-year federal grant to incorporate technology into teacher preparation and K-12 education.

Texas

- Collin County Community College has created a new alternative teacher certification program that trains and certifies new industrial technology students. The program has been so successful that the Board for Teacher Certification requested $5.5 million from the state legislature during the 2001 legislative session to expand alternative certification programs to other Texas community colleges.
- Richland Community College collaborates with two area school districts to encourage minority students to pursue a teaching career. Students enrolled at the community college are assigned faculty mentors and receive assistance in finding full- or part-time employment. The nearby public school systems hire the students after they graduate for a period of at least five years. The school districts pay the students' tuition, fees, and textbook expenses for the final two years of study leading to teacher certification.
- In 1997 the Texas Higher Education Coordinating Board was required by the Texas State Legislature to develop "field of study" curricula in discipline areas where student transfer is common. Upon competing the field of study curriculum in their discipline, students are guaranteed that their coursework will transfer to any public university in the state. The Coordinating Board has thus far developed fields of study in educator preparation programs through the eighth grade.

Virginia

- J. Sargeant Reynolds Community College with support from the National Science Foundation is collaborating with Virginia Commonwealth University and other area two- and four-year colleges and universities, as well as with school districts. Courses and institutes have been developed to model best practices in teaching, assessment techniques, the use of technology, and to promote a standards-based approach. Some results of these efforts have been to: offer a contemporary mathematics course for liberal arts students and students who are prospective teachers, hold Eisenhower institutes for in-service teachers on graphing calculator-enhanced teaching and geometry, create a team taught statistical course, and implement an interdisciplinary museum-based science course that is student centered and that takes an investigative approach to learning science.

Washington

- Four community colleges, Seattle, Tacoma, Spokane and Yakima, along with Central Washington, Heritage College, Washington State University and the University of Washington-Bothel and multiple school districts and community based organizations have a Title II grant to recruit and train inner city youth to become teachers and to return to inner-city communities to teach. This is directed from the Office of the Superintendent of Public Instruction in cooperation with the State Board for Community and Technical Colleges. The grant is $2.6 million for three years.
- State funding is provided for the articulation of teacher training curricula from community colleges to universities.
- The National Science Foundation has provided a two-year grant of $433,858 for teacher training and curriculum articulation in math and science. The project is among Green River Community College, Central Washington University and area high schools. There are faculty-to-faculty discussions on how to articulate two-and four-year degree programs, possibly including full transferable education courses taught at the two-year level.

Wyoming

- Community and state colleges across Wyoming have common names and numbers for all courses in order to facilitate transfer.

It should be noted that there are many statewide policies on transfer and articulation that have an effect on the community college role in teacher preparation that have not been listed here. There is no single model of articulation and transfer that all of the states have adopted. In the majority of states such policies exist not in legislation, but rather in formal articulation agreements between two- and four-year institutions. States that have legislated policies and that specify curriculums include: Florida, Georgia, Illinois, Massachusetts, Nevada, Rhode Island, South Carolina and Texas. It is not clear whether or not state-coordinated articulation initiatives are more effective than system-wide voluntary agreements between institutions. This may be due to factors such as expenditure levels, the structure of each state's higher education system, and differences in institutional services and expectations regarding access and student flow. For more information on this issue and to learn what states are doing please

visit ECS' Transfer and Articulation Web site or you may download a policy brief on the subject at The Community College Policy Center's publications page.

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SELECTED RESEARCH AND READINGS

Investing in Tomorrow's Teachers: The Integral Role of Two-Year Colleges in the Science and Mathematics Preparation of Prospective Teachers
By The National Science Foundation

This report, from a National Science Foundation workshop in December 1998, presents the findings that community colleges have an integral role to play in the science and mathematics preparation of prospective teachers. Represented at the workshop were two-year college faculty, administrators, and students along with representatives from four-year colleges and universities, school systems, professional societies and government agencies. The report contains recommendations for future activities and projects designed to improve the quality of future teachers in the United States particularly in science, math and technology.

Community Colleges and K-12 Teacher Preparation
By Walter Moore

This policy brief examines how community colleges can be more involved in the preparation of K-12 teachers. Recommendations are given on how to use community colleges more effectively in helping to resolve teacher shortages and teacher quality issues.

Teaching the Teachers: Meeting the National Teacher Preparation Challenge
By George R. Boggs and Sadie Bragg

The problem of teacher shortages and poor teacher preparation and the role that community colleges can play in resolving those issues are discussed in this publication. Recommendations that came out of a March 1998 National Science Foundation conference, "The Integral Role of the Two-Year Colleges in the Science and Mathematics Preparation of Prospective Teachers," are outlined in this piece.

The Community College Conscience: Service-Learning and Training Tomorrow's Teachers
By Robert W. Franco

Well-structured service-learning partnerships are important to the community college mission. Community colleges make up a vast network that can provide critical support to schools and the national effort to train teachers for the 21st century. Through service learning, tomorrow's teachers can be taught to value civic democracy and civil diversity and to have the human touch, learned and nurtured through service.

National Study of Community College Career Corridors for K-12 Teacher Recruitment
By Recruiting New Teachers, Inc. in cooperation with the National Partnership for Excellence and Accountability in Teaching

This study in completed in May 2000, examines community college programs that help recruit

and prepare prospective teachers. The study was based on a survey that was mailed to presidents and campus deans at community colleges across the country. Important characteristics of successful community college teacher preparation programs are discussed in depth. The study concludes by giving recommendations that are based on the analysis of the survey responses.

Crossroad in Teacher Education
By Evelyn Waiwaiole and Katherine Boswell

This article gives an overview of the teacher shortage crisis and highlights ways in which community colleges can help alleviate the problem. Various examples are presented of how community colleges are already addressing teacher shortage issues. The article concludes with recommendations that came out of 1998 National Science Foundation Conference that focus on the integral role that community colleges play in teacher preparation.

Policy Issue: Community Colleges' Role in Teacher Preparation

LINKS TO OTHER ORGANIZATIONS' WEB SITES

The below listed links give information on community colleges and teacher preparation.

American Association of Community Colleges
http://www.aacc.nche.edu/
The national voice of, and the leading source of information on, the nation's two-year, associate degree-granting institutions.

American Federation of Teachers (AFT)
http://www.aft.org
A 900,000-member association of public and private school teachers and other school personnel that provides a variety of publications, research and information on issues ranging from reading instruction to teaching quality.

Education Commission of the States' Teacher Quality Issue Site
http://www.ecs.org
A growing body of evidence confirms that the quality of teaching students receive is the single most influential determinant, outside of home and family circumstances, of their academic success. In fact, studies show that, regardless of socioeconomic factors, students who have effective teachers make significantly more progress than students with less effective teachers. Clearly, then, we need to have the best teachers possible in every one of our nation's classrooms if we are to maximize the educational opportunities for all students.

ERIC Clearinghouse for Community Colleges
http://www.gseis.ucla.edu/ERIC/eric.html
The ERIC Clearinghouse for Community Colleges has long been a resource for issues relating to community colleges. Numerous articles regarding the role of community colleges in teacher preparation can be found by using the ERIC Clearinghouse search engine.

League for Innovation in the Community College
http://www.league.org
The League has published several interesting pieces on the role of community colleges in teacher preparation.

National Center for Education Statistics
http://nces.ed.gov
An agency within the U.S. Department of Education that maintains a comprehensive statistical database providing detailed information on U.S. public schools and school districts.

National Science Foundation
http://www.nsf.gov/
An independent government agency that funds research and education in science and technology.

PT3
http://www.PT3.org
The Department of Education's Preparing Tomorrow's Teachers to Use Technology (PT3) program addresses a growing challenge in modern education: nearly all elementary and secondary schools are now "wired" to the Internet, but most teachers still feel uncomfortable using technology in their teaching.

Recruiting New Teachers, Inc.
http://www.rnt.org
Completed a study in May 2000 under the auspices of the National Partnership for Excellence and Accountability in Teaching, that examines community colleges programs that help recruit and train new teachers. The two primary research questions concerned which community college programs specifically recruit and train prospective K-12 teachers and what were the important features of those programs.

The Regional Education Laboratory at SERVE (Southeastern Regional Vision for Education)
http://www.serve.org/commcollabstract.html
Published a policy brief by Walter Moore that examines the issue of community colleges and K-12 Teacher preparation.

U.S. Department of Education Community College Liaison Office
http://www.ed.gov/offices/OVAE/CCLO/
In 1999 a report was published that examines the ways in which community colleges can be a part of education reform and can help build educational continuity across sectors. The issue of the potential role of community colleges in teacher preparation is specifically addressed in this report. Also specifically mentioned, is the role that community colleges can play in expanding technology in elementary and secondary schools.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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